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ABSTRACT

The purpose, hypotheses, objectives, and experimental features of a program for preparing teachers for two-year colleges are discussed. The program, "Toward Personalized Teaching in Two-Year Colleges," has the following features: (1) each Fellow works throughout his program with an interdisciplinary, interinstitutional advisement committee; (2) each Fellow participates in a 6-week institute in human understanding; (3) a professional-academic seminar throughout the college year capitalizes upon the contributions of a multi-disciplinary and multi-institutional staff, as well as the diverse disciplinary and personal interests of the Fellows; and (4) each Fellow has an internship in a two-year college with interdisciplinary and interinstitutional supervision. The personnel, budget, and program evaluations by students, faculty, director, and by outsiders are briefly described. (DB)

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DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM

ENTRY OF STATE UNIVERSITY COLLEGE AT BUFFALO

"Toward Personalized Teaching in Two-Year Colleges"
A Graduate Program for the Preparation of Two-Year College Teachers

Mildred C. Wells
Director

November, 1971

JC 730 101

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 25 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Toward Personalized Teaching in Two-Year Colleges

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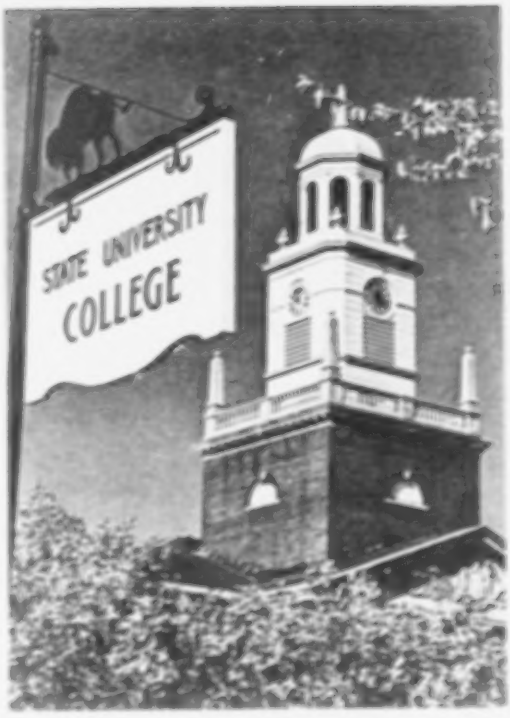

TOWARD PERSONALIZED TEACHING in TWO-YEAR COLLEGES

"The highest function of education, I would maintain, is to help people understand the meaning of their lives, and become more sensitive to the meaning of other people's lives and relate to them more fully. Education increases the range and complexity of relationships that make sense to us, to which we can contribute, and on which we can bring to bear competent ethical and practical judgment. . . . . "

Edgar Z. Friedenberg

State University College at Buffalo
July, 1971 — August, 1972

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ACADEMIC DISCIPLINES

Each Fellow, with the aid of his advisement committee, selects for the fall semester those academic courses and experiences which are most appropriate for him as a degree candidate in his field and which will be most helpful in preparing him for his internship. . . . He takes one course concurrently with the internship. . . . After the interning experience he has nine hours of academic work in which he can remove weaknesses that his teaching revealed or fortify a strength that he wishes to pursue in depth.

Awareness of myself and others as functional human beings in an educational setting has been the highpoint of the program.

Chester Dulak, '71

The fellowship has helped us see the needs, desires, and anxieties of college students and, more important, how we as instructors can involve ourselves with students to help alleviate these problems.

Mary Ann Scott, '71

INSTITUTE — TARGET: HUMAN UNDERSTANDING

Ecologists, educators, experts in criminal justice, psychologists, psychiatrists, sociologists, and urban and community leaders are among those who contribute to a growing awareness of the forces that affect and motivate the behavior of all of us as human beings.

During this six-week period each Fellow works with at least one two-year college student on a one-to-one basis. This may be tutorial, recreational, counseling or a combination of these.

One day each month during the academic year is set aside for extending and intensifying the learnings and experiences of the institute.

PROFESSIONAL-ACADEMI

The seminar is inter-discipl
and utilizes the expertise o
college and on-campus facul
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Fellows. Off-campus consul
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The second semester conti
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PROFESSIONAL-ACADEMIC SEMINAR

The seminar is inter-disciplinary in nature and utilizes the expertise of the two-year college and on-campus faculty representing the academic disciplines of the various Fellows. Off-campus consultants also participate.

The first semester begins to unify the experiences of the institute, the academic courses in progress, and the challenges anticipated in the internship.

The second semester continues the work of the first by capitalizing upon the various experiences of the internships.

It would be difficult to describe the seminars as "satisfying," because we deal with non-tangible ideas and new areas of knowledge which cannot be satisfied easily or quickly — for example, "The Person of Tomorrow."

Mary Ann Scott

. . . This leads one to the realization that before we can begin to help students view and experience life and education in ways other than the sweeping generalizations of black and white, right and wrong, we must first rid ourselves of this method of thought.

Carol Calato, '71

INTERNSHIP in TWO-YEAR COLLEGE

Each Fellow functions as a member of the faculty in a two-year college during the second semester. He attends department and college faculty meetings, serves on committees, aids in counseling, and plans and directs his own teaching. He is supervised by a three-person committee: two of these, one from the two-year college and one from the SUCB faculty, represent his academic discipline; the third is a member of the professional studies staff of SUCB.

To encourage the climate of freedom and personalization inherent in the program the supervision and evaluation are directed toward helping each Fellow develop his own unique abilities and are freed from the pre-direction of the usual grading systems.

I have become more critical of teaching, but also more critical of myself as a student.

Betty King, '71

If I had been asked six months ago what my motto was, I would have replied, "People are all the same; everybody's different." I realize now, to a much greater degree, that I didn't know the meaning of my own motto.

Thomas Geelan, '71

I appreciate the opportunity to share ideas with others whose primary goal is good teaching rather than only further study in their field.

Carol Wehling, '71

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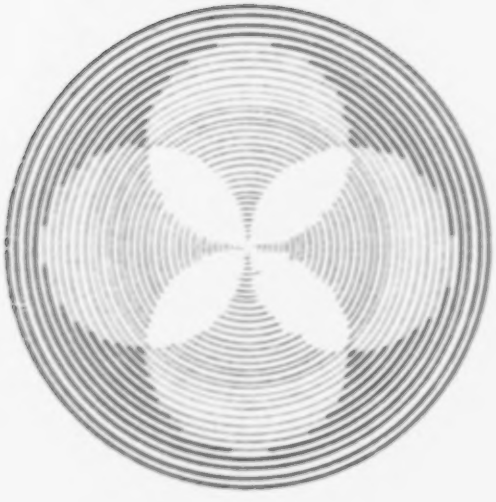
Toward Personalized Teaching in **Two-Year Colleges** offers from 21 to 27 hours in an academic discipline and from 15 to 21 hours in three professional experiences designed for this program.

The areas of academic concentration are:

Art
Biology
Chemistry
English
General Science
History
Home Economics
Industrial Arts
Physics
Vocational-Technical



The professional experiences are:

Institute —
Target: Human Understanding

Professional-Academic Seminar

Internship in Two-Year College

Ten federal-grant fellowships are available. These offer tuition waivers and an annual stipend of $2400 with a $500 allowance for each dependent.

Applicants must be eligible for graduate candidacy in their academic area, evidence commitment to two-year college teaching, and accept the purposes of the program.

Address inquiries to:
Professor Mildred C. Wells
Chase 211
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

BEHIND THE SCENES -- PLANNING A PROGRAM

Planning for the preparation of teachers for two-year colleges began in February, 1967, in a small conference with vocational-technical faculties from SUCB and several two-year colleges. They explored kinds of programs which would be helpful to two-year college faculty and channels of communication for the two kinds of institutions to work together.

During 1967-68 and 1968-69 the Deans of SUCB and a member of each of their faculties met regularly to develop a program appropriate to the needs of two-year colleges which would synthesize the personal, professional, and academic resources of the college. Feedback from two-year college administrators and faculty and from graduate students made important contributions. Telelectures with Roger Garrison of AAJC and Professor Simlinger of Teachers College, Columbia, were most helpful.

The issues which aroused the most vigorous debate were:

Shall it be a one-year or a two-year program?

What proportion of the time shall be used for academic work? professional work?

Shall the program lead to the M.A.? M.S.? a special certificate?

Who are the most probable participants? vocational re-treads? current two-year college faculty? secondary school faculty? recent graduates?

What are the qualities of a good college faculty member? Is the good two-year college faculty member any different? Why? How? How do we educate for these qualities?

How can we best help participants to know and understand two-year colleges?

Finding reasonably consistent answers to these and many other questions challenged both our thinking and our ability to maintain rapport and communication. Many tentative programs were developed, reconstructed, rejected. Eventually, agreement on the basic components of a program was reached and one member of the group accepted the responsibility for organizing and writing it.

With the granting of an EPDA, part E, award, the program was launched in the summer of 1970. After living with it for a year and listening to many kinds of student evaluations, several modifications were introduced -- particularly in student selection, patterns of scheduling, operation of the seminar and internship, and in the degrees sought.

"Toward Personalized Teaching in Two-Year Colleges" gains much of its vitality from the fact that it is an open, evolving program. Planning has not ended. Its present operation is described on the following pages.

CAPSULE VIEW OF PROGRAM
Purpose, Hypotheses, Objectives, Experimental Features

TOWARD PERSONALIZED TEACHING in TWO-YEAR COLLEGES comprises a six-week institute,

Target: Human Understanding, and a fellowship year, Knowledge and the Structuring of Human Experience. Through these it works to re-direct the role of the teaching-learning process toward "the highest function of education."

> The highest function of education, I would maintain, is to help people understand the meaning of their lives, and become more sensitive to the meaning of other people's lives and relate to them more fully. Education increases the range and complexity of relationships that make sense to us, to which we can contribute, and on which we can bring to bear competent ethical and practical judgment. If we are to transcend our own immediate environment, we must have access to the record of past and present, learn the skills needed to interpret it.... We must be able to read, and to know where what we read fits into the structure of human experience....."[1]

Four hypotheses postulated for testing in this program are:

1. If teachers can achieve a greater awareness of themselves as individuals -- their values, attitudes, conflicts, aspirations, strengths, and needs -- they can define, accept, and implement their personal and professional roles more effectively.
2. If teachers can extend and deepen their insights into the nature of their students, they can use this awareness to achieve a quality of teaching that transcends the transmission of subject matter and gives knowledge the opportunity to make a difference in the lives of the teacher and the learner.
3. When teachers and students become more sensitive to the interrelationships among the various fields of knowledge, this realization helps to free the learning process and

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1. Friedenberg, Edgar Z.: Coming of Age in America. New York: Vintage Books, 1967. p. 221.

augment both the acquisition and the uses of knowledge.

4. If the institutions employing teachers (in this instance, two-year colleges), share in their preparation, increased competency in stimulating learning will result for the teachers, the employing institution, and the host institution.

Five specific objectives provide a focus for the learnings of highly diversified Fellows whose individual academic pursuits differ widely. Each Fellow is challenged to:

1. understand himself and capitalize upon this understanding in his teaching;
2. understand the many and diverse dynamics affecting his students and utilize this understanding as a pivotal directive in his teaching;
3. extend his awareness of the wholeness of learning through an increased understanding of interdisciplinary relationships and their potential impact upon his thinking and his teaching;
4. expand and deepen his competence in his academic discipline and increase his awareness of its role in effective living;
5. use his internship to test and extend these understandings.

Four experimental features provide particular thrusts for achieving these objectives.

1. Each Fellow works continuously throughout his program with an interdisciplinary, interinstitutional advisement committee.
2. Each Fellow participates in a six-week institute in human understanding.

3. A professional-academic seminar throughout the college year capitalizes upon the contributions of a multi-disciplinary and multi-institutional staff as well as the diverse disciplinary and personal interests of the Fellows.
4. Each Fellow has an internship in a two-year college with interdisciplinary and interinstitutional supervision.

The relationship of the experimental features to the total program is indicated in the chart on the following page.

TOWARD PERSONALIZED TEACHING in TWO-YEAR COLLEGES

Distribution of Time and Credit

<table>
<tr><td>INSTITUTE</td><td colspan="3">FELLOWSHIP YEAR: Knowledge and the Structuring of Human Experience</td></tr>
<tr><td>Summer</td><td>Fall Semester</td><td>Spring Semester</td><td>Summer</td></tr>
<tr><td rowspan="3">Target:
Human Under-standing
6 cr. hrs.</td><td>Research Techniques
3 cr. hrs.</td><td>Academic Area
3 cr. hrs.</td><td rowspan="3">Academic Area
9 cr. hrs.</td></tr>
<tr><td>Academic Area
9 cr. hrs.</td><td>Internship in Two-Year College
6 cr. hrs.</td></tr>
<tr><td colspan="2">Professional-Academic Seminar
3 cr. hrs. 3 cr. hrs.</td></tr>
<tr><td colspan="4">----------Continuous Advisement----------</td></tr>
</table>

DESCRIPTION of EXPERIMENTAL FEATURES

Advisement

Advisement begins in the admissions interview. At this time potential Fellows are encouraged to examine and assess the program in terms of their abilities and goals, to consider carefully whether or not they are willing to respond to the demands it will make upon them, and to recognize personal as well as professional problems that they may encounter if they participate in it. Preferably before the program opens, at least very early in it, each Fellow begins meeting with his advisement committee.

Each committee has three professors, two of whom represent the Fellow's teaching discipline; one of these is from a participating two-year college and one from the State University College at Buffalo. The third member is from the Division of Education at SUCB. The chairman is from the faculty of the degree-granting institution and is chosen by the committee. Advisement is a shared enterprise, and each Fellow is an active and contributing member of his committee.

The committee members accept the usual graduate committee responsibilities. Beyond these they participate in the institute and the professional-academic seminar; share in the supervision of the internship; confer with the Fellow regularly and frequently to help him evaluate his progress; plan with him for further study and professional activity after the program formally terminates; and share in the follow-up during his first two years of teaching.

Institute -- Target: Human Understanding

The institute is the first organized group experience of the Fellows. It sets the tone for the coming academic year, establishes a gestalt for sharing and working together, and initiates insights, values, and understandings which illuminate and permeate the total program. Its unique character derives from three sources: the use of a wide variety of consultants from on and off campus, the development of an informal but rigorous working climate, and a wide diversification among the Fellows.

Among the consultants who have participated are Edgar Z. Friedenberg, author of Coming of Age in America; Anthony M. Foti, M.D., currently on the psychiatric staff of the State University of New York at Buffalo and formerly with the National Institute of Mental Health; Bernard Yormak, Diplomate in Psychology, from the SUCB faculty, Lawrence G. Thomas, professor, Stanford University; Dr. Robert Sweeney, Director of the Great Lakes Laboratory; Edward Morgan, Director of the SUCB Division of Criminal Justice, and a consultant to President Nixon on campus unrest; two-year college faculty members; and many of the best of the academic personnel from the host campus. Films and tapes such as Journey into Self and The Person of Tomorrow have, in a sense, been consultants by proxy.

The consultants operate on a work-with basis. Dr. Friedenberg and Dr. Thomas each stayed three full days working, eating, conferring with the Fellows. Some consultants have sent reading materials and bibliographies in advance; others have brought them. Frequently Fellows have voluntarily assembled bibliographical materials. Reading, study, and

intense group discussions have always been consequences of consultant visits.

Research and writing are required but not prescribed. For example, after the black consultants in the summer of 1970, everyone did something -- the specifics including a book of photographs taken on the streets of Buffalo, Studies in Black and White, a poem, reassessments of personal experiences and attitudes, book reviews, and some factual studies.

Seven academic areas, undergraduate grade point averages from 2.5 to 3.54, rural and metropolitan home backgrounds, parents and single persons, work backgrounds from construction labor to professional ballet dancing, and hobbies from photography to sports car racing suggest the high degree of diversity among the participants. In their first written evaluation, eleven of the fourteen members mentioned the diversity of the group as one of its strongest features.

Good working relations within the group, increased sensitivity to one's own assets and problems, a better awareness of self and of the other person, and productive work relating to the problems examined are among the immediate criteria for examining the success of the institute. The long-range tests are the ability to operate similarly in other groups, to translate these learnings into ways of working with students, and to incorporate them into an extending area of human relationships in our own lives.

Professional-Academic Seminar

The professional-academic seminar is important as a vehicle for group cohesiveness throughout the year, for transaction with the two-year

college faculties, and for the development of professional-academic skills, insights, and understandings. In the institute the resources of many disciplines were utilized to contribute to a better human understanding. In the professional-academic seminar both interdisciplinary and interinstitutional resources capitalize upon this human understanding as they plan for teaching and learning that will affect living.

The integrity of the seminar concept precludes pre-designating content. Activities that have been successful include:

A panel from a two-year college with representatives from housing, counseling, and teaching in which the information available about students and ways of getting to know them and involve them in educational and community activities were discussed.

A two-day workshop on planning-teaching-evaluating

A two-day workshop in the Communications Center in making and using audio-visual materials

A talk, followed by discussion in the group, on "What the College Administrator Expects of Faculty"

A panel by students on "What Students Expect of Faculty"

Group discussions on the character of each Fellow's academic discipline

Discussions based on current materials from such sources as Saturday Review, Christian Science Monitor, Main Currents in Modern Thought, Teachers College Record, Journal of Higher Education, etc.

Sharing of experiences, successes, problems in internships

Sharing in other intern's classes i.e., the art and the history interns exchanging classes in one college

Off-campus experiences come under the aegis of the seminar. At least one seminar meeting is held on each participating campus with time for the Fellows to meet faculty and students and sense the prevailing climate. The first group attended the meetings of the Association for Higher Education in Chicago. On the basis of their recommendation the members of the second group may opt this or another professional experience.

The seminar is not a formal course. Rather, it puts the Fellow in situations instead of asking him to learn about them. Increased awareness of and commitment to the wide range of professional responsibilities, deeper sensitivity to interdisciplinary relationships, understanding of the roles of two-year colleges, and improvement in promoting teaching-learning processes are signs of its success.

Internship

The intern fulfills as nearly as possible the role of a regularly employed (although not full-time) faculty member including committee work, attending faculty meetings, counseling, and community activity. In two colleges, interns were able to offer elective courses that would not otherwise have been available.

Supervision for the internship follows the three-dimensional pattern of the advisement committee and, whenever possible, the advisement committee does the supervising. Consistent with the framework of this program supervision is seen as sharing, learning, helping.

The internship is the crystallizing, culminating professional-academic experience of each Fellow. This is his challenge to test his learning,

to discover how operational it is, to assess his own strengths and weaknesses, and to plan the remainder of his fellowship year -- and much of his future -- in the light of these findings. The internship is also the peak test of the program. Did the learnings of the institute and seminar affect the Fellow's teaching? How? Did he capitalize upon those experiences designed to help him learn how to learn? Are he and his students involved in constructive transactional processes? Is he teaching in the framework of the personalized values demonstrated during his fellowship year?

PERSONNEL

Currently, fourteen graduate students are participating in the program. Ten of these have EPDA fellowships and four are paying their own expenses. They represent the disciplines of ceramic art, biology, design, English, history, home economics, and physics.

Fourteen SUCB professors, paired with participants from these academic areas, are advisers, committee members, intern supervisors, and seminar participants. Each of these has a professional counterpart from a two-year college faculty who shares in the same responsibilities.

The director, a professor in Foundational Studies in Education, coordinates and directs the program.

Beyond these, many persons have contributed to the viability of the program: the deans of the cooperating colleges, outside consultants, local faculty with specialized interests, professional persons in the community, and supportive local administrators.

BUDGET

(Funds from EPDA, Part E, Graduate Academic Programs, HEW)

A.	Personnel		
	Project Director		
	Academic Year 25% time	$4,812	
	Summer Session, Full time, Two months	4,168	
		$8,980	
	Fringe Benefits @17%	1,289	
	Graduate Assistant	600	
			$10,869
B.	Consultants		
	Summer	$1,500	
	Academic Year	2,500	
			4,000
C.	Travel		
	Consultants	700	
	Summer		
	Academic Year	850	
		1,550	
	Project Director to Visit Cooperating Colleges and Other Programs	1,000	
			2,550
D.	Supervision of Interns		2,031
E.	Supplies and Materials	550	550
F.	Instruments and Travel for Follow-Up	1,000	1,000
G.	Total Direct Cost		21,000
H.	Indirect 8% of Total Direct Cost (including stipends) (Credited to Research Foundation of State University of New York)	4,000	4,000
	Total Cost		$25,000

EVALUATION

By Students

Purposes

Can we formulate self-assessment questions which, as they are answered, will contribute to the growth process?

Does the basic structure of the program provide for valid, valuable personal and professional experiences?

Is the program being operated effectively?

Procedures

The formal student evaluations were:

1. Self-evaluation papers during fifth week of institute (no structuring from director)
2. Round-table discussion at close of institute
3. Spontaneous written response to: "If you were having coffee in the Union and someone who did not know about our program asked what you had gotten from it, what would you say?" (November, 1970).
4. Questionnaire -- questions (November, 1970)
5. Open discussion with President E. K. Fretwell (March, 1971)
6. Questionnaire and taped discussion (May, 1971)
   (The questions were formulated as the result of a discussion around the question, "What do you want to include in an evaluation?" These were answered in writing and a discussion based on the answers was taped.)
7. Frequent individual conferences through the year

Data

The open-ended nature of the evaluations, consistent with the program, does not lead to neat tables of data. However, the following statements can be verified from the materials on file:

Good Qualities

The institute was very well received and generally regarded as the strongest part of the program.

Everyone, if confronted with "a land of beginning again," would choose "Toward Personalized Teaching" rather than a conventional master's program.

Consultants were well received and almost all of them recommended for future groups.

Feelings of growth and increased insight and competence were strongly affirmative.

In response to, "What do you enjoy most in the internship?" eight replied, "the students," and one, "the feeling of being accepted by a faculty."

High level of trust, openness, and freedom were high among the strong qualities of the program.

Recommendations

Since counseling is an important part of teaching, we need more help and preparation for this.

We need more TIME to study, reflect, prepare, enjoy each other and other people.

By Faculty

Summaries of strengths and weaknesses by intern supervisors

Strengths of interns

Ability to relate to and work with students

Willingness to accept responsibility

Ability to capitalize upon experiences of their students

Wide range of knowledge and personal experience for enrichment of teaching

Needs of interns

Further experience and development of specific skills

For some, more in-depth competence in knowledge of subject matter

By Director

Anecdotal records of significant comments and changes in behavior

Individual conferences

The group was highly diversified and not all people grew at the same rate or in the same direction, but significant changes occurred in all. Particularly these related to perceptiveness about the pertinence of academic content, more human bases for evaluating their own and others' teaching, increased willingness to admit changes in value

positions, much greater acceptance of their own differences with each other, and increased commitment to a high quality of personalizing all of their professional relationships.

By Outsiders

Professor Lawrence G. Thomas of Stanford University spent three days with the 1971-72 group and one evening with the 1970-71 group. He listed as "especially commendable features of the program,"

1. The efforts of the staff to maintain systematic contacts with the students and to use this feedback for the improvement of the program
2. The quality of the students selected
3. The advisement committee system
4. The emphasis on direct experience in learning
5. The utilization of academic knowledge and professional skills toward the ultimate criterion of a better quality of relationships among human beings
6. Project library with easy access to materials
7. The remarkable achievement of other departments in the college accepting one-half of the academic credit for the teaching internship

He closed his report with, "In conclusion, let me say that I do not know of another junior college teaching training program in the country as good as this one is. It deserves to be supported, applauded, and continuously approved."

Mr. Charles Silberman, in some correspondence about the program, wrote, "It is the most hopeful thing I have seen in this long neglected area."

Contributions to the Improvement of Teacher Education

General

Planned multi-disciplinary representation in groups adds a new and important dimension to small-group interaction and the consequent growth of the members.

One interdisciplinary master's degree (which we have) will open the door for others in the future.

Productive ways can be found for representatives of various disciplines to work together, not across their respective fences but around a common problem.

Obviously it has not been "discovered" in this program, but the importance of empathy with students, at all ages and in all relationships, is being demonstrated and documented.

Participants are finding ways to move out of the artificial dichotomy of, "Do we teach the content or do we teach the student?" into using the content to reach the student to help him formulate a way of life. Give the knowledge work to do.

"Personalization" is not simulated "love" or sentimentality but an in-depth quest for identity and understanding.

Two-Year College Level

The two-year college teacher has just as great a need for appropriately planned preparation as does the elementary or secondary teacher.

Direct experience with young people and with two-year colleges is more meaningful than courses about them.

Friendly, mutually productive relationships between two-and four-year colleges can be established and do mature.

Numerically ten persons are not going to influence the teacher market very much. Ten teachers who can operate within a framework of humane concerns will influence many lives. The following statement, written by one of the 1971-72 Fellows, expresses the need this program seeks to meet.

> In all honesty I really did not have much of an idea of what the impact of the institute would be upon myself as a person..... It is rather amazing how well fourteen strangers can get to know each other after such a short period of time. Personally I have done much reading and taken in a lot of information from other Fellows and certainly Dr. Thomas is beyond description. But the thing that stands out in my mind the most to date has been the personalized feeling that has grown within the group in a short period of time. Mutual respect and sensitivity toward each other as human beings regardless of disciplines or individual frames of reference is very apparent. After sixteen years of enduring the inhumane process of education, it is immensely rewarding to discover that education can be a personal and humane experience. At last one sees a beaming ray of sunshine coming from the eyes of other people in an education setting, an unfolding of inter-personal relationships that is a consummatory experience in itself.....